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| English II Curriculum |
| Speech & Listening Standards Activity Suggestions |
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**This guide includes the guiding questions, standards and a listing of suggested activities per unit. Feel free to adjust and adapt the activities for what works in your classroom. The activities can be moved and/or repeated throughout the school year. Based on the priority standards, it is recommended the students present at least three formal presentations during the school year.**

**Feel free to e-mail me at any time for clarification and/or suggestions. I have also included my assignment sheets and samples for you to use in your classroom. These are activities I have used and/or considered using in my classroom. This process has worked for me, but adapt to make it work in your classroom.**

**English II Curriculum – Speech Activities & Tips**

**Unit 1:**

**Guiding Questions**

* How do I define a community?
* In what ways does my community define me?
* To what extent does a culture shape our individual understandings of happiness?

**Priority Standards**

* Reading Literature 1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
* Reading Literature 6 - Analyze a particular point of view or cultural experience reflected in a work of literature from outside the U.S., drawing on a wide reading of world literature
* ***Speaking and Listening 1 - Initiate and participate effectively in a range of collaborative discussions with diverse partners, building on others’ ideas and expressing their own clearly and persuasively***

**Speech & Listening Activities:**

**In this unit, the initial activities are front-loading for the course as a whole and the last section is to meet the Standard. Feel free to use any of the activities at any point throughout the course.**

* ***Get to Know You Activities: Importance of getting the students to feel safe and comfortable in the classroom***
  + **Activities & Handouts**
    - **What I’m Into with Two Truths & 1 Lie** - Students complete questionnaire and share out Two Truths & 1 Lie with classmates guessing which statement is the lie.
    - **Everything You Wanted to Know** - Students complete the questionnaire and then ask each classmate one question keeping track of the answer and classmate name
    - **People Bingo** – Students find others to sign the correct box that applies to them in order to get blackout (entire form completed)
    - **Going on a Journey** – Teacher reads questions instructing students to select only one option then each student compares his/her answers to other students in order for students to keep track of how much they have in common with their classmates; can have students share who they have the most and/or least in common with the other
* ***Stage Fright: Importance of giving the students knowledge and strategies to overcome***
  + **Activities & Handouts:** 
    - **Book Activity** – Using the Speech book, students find answers to questions and make a poster/booklet. The poster/booklet can be framed as teaching booklet to freshman/middle school students about Stage Fright. The booklet can be shared if time allows.
    - **Stage Fright Charades** –Students are given 2 topics (i.e. I hate speaking in public b/c…. or I am looking forward to Spring Break b/c….) and allowed to create a notecard with 2-3 sentences on it. Using the notecard, students select a “bad delivery/speaking skill” and must act it while saying/reading their notecard. Their classmates guess what that student is doing poorly during their “fake” speech. Feel free to add more to the list after each speech. This is most effective right before the first speech.
    - **Speech Process Lectures** **& Grading Rubrics** –PowerPoints are included that are used to teach presentation skills and the speech writing process. Lots of samples are shared for the students and the first outline is typically created together. I also give a sample speech and have students grade me in order to review the grading rubric. The same grading rubrics are used throughout the year for the essay, outline and speech. I also meet with students one-on-one after grading their first essay and outline.
* ***Who I Am Speech – First formal speech that allows the students to introduce themselves to the class; I recommend following this process for every formal speech***
  + **Activities & Handouts**
    - **Brainstorm/Essay/Outline** – Using the topics My Past, Me Now, My Favorites, What I Do, People in My Life and My Future, students brainstorm topics that they can put on a visual (words or images) as well as write/speak on. From the brainstorm, students begin the speech writing process and visual – I like to have students write an essay, then outline and then practice. I also have students write a final draft of the essay for the first speech and I always require a final outline before the speech. In order to give a speech, students must hand in an essay and an outline. See the Step by Step Guide for details of my process.
    - **Speech Practice** – Right before the speech, students select 3 different partners to practice their speech with in class. Have students select their first partner and have one student in the partnership stand and give the speech to the other student. Your room will be loud, but it works! The listener must respond on the presenter’s paper answering what the presenter did well in delivery, should improve and how many fillers (um, uh, like, so, long pauses, etc.). Make sure you keep time so the students know how much time has passed. Once all students are done in the first round, have the listeners of the partnership become the presenters. Repeat the process 2 times. Practicing can take at least 60 minutes of a class period. Tell students to pretend it is like their “real/graded” presentation.
    - **Notecard** - Encourage students to practice with a notecard instead of reading their speech. I tell students with the first speech that they can only use 1 notecard 50 words or less and they can’t read their speech. I say it is not “reading class,” but “speech/presenting class.” The more you get students to use a notecard in the beginning, the better. See my grading scale in regard to how I grade based on speaking freely.
    - **Who I Am Visual** – Collage or PowerPoint that accompanies Speech and relates to topics; allow students to see samples, brainstorm topics and include words/pictures/drawings to represent themselves; students should try to use the visual in their speech. See Grading Rubric in Step by Step Guide.
    - **In Class Speech Listening** – Students respond to every classmate’s presentation by answering questions like what did you learn during the presentation, what did you like about his/her speech/delivery, what can the student improve and/or fillers. If time avails or have a student helper, create a comment list for each individual student that compiles all the classmates responses about the presentations
* ***Discussion Activities – Meets Standard for Unit*** 
  + **Activities & Handouts:**
    - **In Class Discussions –** Define community, discussion roles/procedures/asking questions
    - **Creating Group Discussion –** Lecture on what is expected in a discussion and different types/formats
    - **Short Story Read Alouds in Small Groups –** Assign short stories for students to read, read aloud and respond to comprehension questions
    - **JIGSAW Short Stories –** In small groups, each student teaches the other members of the group their individual short story. All students must read the stories and come prepared to respond/ask questions prior to the class period; Model the first one so students can see the process
    - **Reading Strategy:** Save the Last Word for Me
    - **Reading Strategy:** Literature Groups
    - **You as a Character:** Pose an opinion-style question and have students share in either large or small groups how they would respond

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**Unit 2:**

**Guiding Questions**

* What does a community expect of an individual?
* How do the norms and expectations of a society shape a person?

**Priority Standards**

* Reading Literature 2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped/refined by specific details; provide an objective summary of the text.
* Reading Informational Text 6 - Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
* ***Speaking and Listening 2 - Interpret information presented in diverse media and formats and explain how it contributes to a topic, text or issue under study.***

**Speech & Listening Activities: *Suggestions meet standards for unit; Assignment sheets and PowerPoints provided and include additional detail if interested in activity. Below is a brief summary of the activity and its objective. Activities can be used at any point during the school year.***

* ***Analyzing Famous Speeches***
  + Select Famous Speeches and Analyze Speeches for evidence of Effective Communicators and/or Rhetoric
    - Define Rhetoric and the Traits of Effective Communicator – see PowerPoint slide on traits
    - Have students listen to the speeches – whole class or small groups (use the Internet for speeches)
    - Provide students with the text of the speech and have them highlight/underline in different colors evidence of each of the traits of Effective Communicators.
  + If time allows, use newspaper articles to set up the context of the time period of the speech.
* ***Article Speech***
  + Students select an article(s) or topic of study and present a 3-minute speech. Students must select a strong topic/article that allows for a 3-minute speech. Students can summarize the article/issue, present the pro/con, give opinion, offer solutions and/or read a selection from the article.
  + If time allows or you want to extend the assignment, you can teach research and citing sources within the unit. Students can also create a visual that coincides with the speech.
* ***Demonstration Speech*** 
  + Students select a topic in which they could show “how to” do something in the classroom. Help students make sure they select a topic they are knowledgeable on and understand/know “how to” do. I limit topics that can be completed in the classroom and/or around campus.
  + I have students turn in their research for this speech. This could be a time to teach research and citing sources.
  + Students must create a visual that lists the steps of “how to.” This is a good time to teach how to create a good visual. I use past visuals and have students “grade” the samples using the grading scale provided for visuals in the Step by Step Guide discussed in Unit 1. I model and explain my grading then have students break into small groups and grade some samples. (See activity description in Unit 3)
  + Students may videotape the demonstration, but have to complete at least ½ the speech in the classroom (saying the introduction, supplies, conclusion). I also allow students to work in groups for this speech. I keep a one-person speech at 4 minutes and with a partner, I add 2 minutes. The key is to get them to truly demonstrate “how-to.”
* ***Job Interview/Interview Assignment***
  + Have students research a career and complete a graphic organizer or any additional assignment you select
  + To further the learning, students could prepare for a mock job interview with you, a community member or classmate
  + Students may also interview someone about the meaning of being an effective communicator
* ***Response Speech/Impromptu Speech***
  + Based on your novel/readings/themes/current event, select several speech topics and have students prepare a quick response to present to the class.
  + To help students prepare, I have them list the topics and come up with 3 big ideas to support the topic. I encourage students to write a quick response then prepare a notecard from their ideas.
  + I allow the students to use 1 notecard and no more than 50 words.
  + You can give them the topics the class period before and/or at the start of class.
  + To make it an impromptu speech, have students select 2 or 3 topics and before the student presents, you randomly select the topic from his/her list of prepared topics.

**English II Curriculum – Speech Activities & Tips**

**Unit 3: Presentation Recommended**

**Guiding Questions**

* What is the relationship between Media, individuals and community?
* How does the media shape a person?

**Priority Standards**

* Reading Informational Text 1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* Reading Informational Text 3 - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
* Language 4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies
* ***Speaking and Listening 5 - Include multimedia components and visual displays in presentations to clarify information.***

**Speech & Listening Activities: *Suggestions meet standards for unit; Assignment sheets and PowerPoints provided and include additional detail if interested in activity. Below is a brief summary of the activity and its objective. Activities can be used at any point during the school year.***

* ***Identifying Outline Formats & Transitions***
  + Take sample speeches and cut them into strips/chunks with and without transitions. Put the different sections of each speech into an envelope – one speech per envelope
  + Have students in small groups attempt to put together the speeches in the correct order using the different chunks/strips
  + Before or after the activity, show students the different types of formats for outlines and different transitional statements
* ***Description of multimedia components and visual displays***
  + Describe different multimedia components and visual displays students can use in presentations including, but not limited to posters, brochures, PowerPoint, video and/or audio clips, graphs, charts, etc.
  + Show students samples of different multimedia components and visual displays and how to use in presentation
  + Give students a grading rubric on visuals – model how you would grade the visual and then have students in small groups grade the visual
* ***Demonstration Speech (see activity description in Unit 2)***
* ***Logos, Ethos, Pathos & Postcard Project***
  + Introduce concepts
  + In small groups, give students a persuasive topic (extend lunch, teach sex ed, legalize marijuana, etc) and have students write sentences or paragraphs using logos, ethos, pathos. If time allows, have students share their sentences.
  + To extend the activity, have students select their own topic (change about school and/or persuasive topic) and write an essay. It can be in postcard format and displayed on a poster with text on one side and images relating to topic on opposite side.
  + Students can read and/or present postcard to class.
* ***Persuasion Techniques & Create an Ad***
  + Introduce concepts
  + Using Superbowl commercials from YouTube (or other forms of advertisements), have students identify the different techniques.
  + Using the same handout, have students find examples of each technique in magazines. The students should tear out the ad from the magazine, list the technique and explain why/how meets the technique.
  + To extend the activity, you can have the student make his/her own advertisement using one or more of the techniques. To connect with a speech, the advertisement can coincide with the speech topic.
* ***Movie (or other media) Review Speech***
  + Have students select a specific topic to review and brainstorm why/why not like the topic (characters, plot, theme, actors, special effects); if showing a film during this unit, could model the Review Speech off of the film
  + Have students read sample reviews from the newspaper/online/magazines and highlight the persuasive language, logos/ethos/pathos, reasons why like, big ideas, etc.
  + If time allows, have students create a visual that coincides with the speech as well as an advertisement. Students can also play trailers or clips from films to help with speech
  + I typically make this speech 4 minutes and any video clips do not count toward time – only student speaking counts toward time
  + Speech Listening: Have students track whether or not their classmate persuaded them during his/her speech
* ***Media Log***
  + Have students track their daily or weekly usage of media

**English II Curriculum – Speech Activities & Tips**

**Unit 4:**

**Guiding Questions**

* What is the relationship between place (social, time, location), the individual, and the community?
* How does culture influence literature and literature influence culture?

**Priority Standards**

* Reading Informational Text 2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped/refined by specific details; provide an objective summary of the text.
* Writing 1 - Write arguments to support claims with clear reasons and relevant evidence
* ***Speaking and Listening 3 - Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence***

**Speech & Listening Activities: *Suggestions meet standards for unit; Assignment sheets and PowerPoints provided and include additional detail if interested in activity. Below is a brief summary of the activity and its objective. Activities can be used at any point during the school year.***

* ***Use activities described in previous units:***
  + ***Logos, Ethos, Pathos & Postcard Project***
  + ***Analyzing Famous Speeches***
  + ***Article Speech***
  + ***Response Speech/Impromptu Speech*** 
    - Pair-Share on the arguments written to meet other standards
    - Could frame as a Letter to Editor speech
* ***Reader’s Theatre***
  + Depending on the text you are reading, have students create a Reader’s Theatre script out of the text and have students read with emotion/oral interpretation
* ***Defining Moment Speech***
  + Students write and share about their “defining moment” in life
* ***Song Lyric/Poem Speech***
  + Students select a song or poem and analyze its meaning
  + Students could play a small portion of the song as well as describe the band/artist

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**Unit 5: Presentation Recommended**

**Guiding Questions**

* How do we identify the needs of our community?
* How do we prioritize our resources to address these needs?
* What are our criteria for prioritization? What is important?
* What community are we discussing and what are their corresponding resources?

**Priority Standards**

* Reading Information Text 5 - Analyze in detail how the author’s ideas are developed and refined by particular sentences, paragraphs, or larger portions of a text
* Writing 8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation
* Writing 2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content
* ***Speaking and Listening 4 - Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation***

**Speech & Listening Activities: *Suggestions meet standards for unit; Assignment sheets and PowerPoints provided and include additional detail if interested in activity. Below is a brief summary of the activity and its objective. Activities can be used at any point during the school year.***

* ***Use activities described in previous units:***
  + ***Demonstration Speech with an addition of a bibliography of sources***
  + ***Job Interview***
* ***Social Problem Speech***
  + Could be a group speech
  + Students research an issue and evaluate the argument of the issue (pro/con and/or solutions)
  + Present their findings and/or solution
* ***Charity-Group Speech***
  + Students select a charity and research the charity
  + Students create an advertising campaign related to the charity
  + Students present a persuasive speech to adopt the campaign and/or an informative speech about the charity
  + Each group member has a defined role
* ***Oral History Speech*** 
  + Students select someone at least one generation older than them. The student drafts a list of questions and records the interview***.***
  + Students write a response about what they learned from the interview.
  + If time is available, students can pull together a presentation informing the class about their important person, what they learned and play a clip of the interview
  + Interviewing skills must be taught within the lesson
* ***Famous People Who Changed the World Speech***
  + Have students select a famous person who changed the world and present their research to the class
  + Create a visual to coincide with the speech
  + Can be presented in eulogy or introduction speech format
* ***Create Your Own Rubric***
  + Have students create his/her own rubric to grade/evaluate a presentation

**English II Curriculum – Speech Activities & Tips**

**Unit 6: Presentation Recommended**

**Guiding Questions**

* What is an individual’s responsibility to his/her community?

**Priority Standards**

* Reading Informational Text 8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning
* Language 3 - Use knowledge of language and its conventions when writing, speaking, reading or listening
* Language 6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression
* ***Speaking and Listening 4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task***
* ***Speaking and Listening 6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate***

**Speech & Listening Activities: *Suggestions meet standards for unit; Assignment sheets and PowerPoints provided and include additional detail if interested in activity. Below is a brief summary of the activity and its objective. Activities can be used at any point during the school year.***

* ***Use activities described in previous units:***
  + ***Analyzing Famous Speeches***
  + ***Article Speech/I Read It in the Newspaper***
  + ***Response Speech/Impromptu Speech***
  + ***Defining Moment Speech***
  + ***Famous Person Who Changed the World***
  + ***Any form of a Persuasion Speech (social issue, change school, favorite book/activity from school year, etc.)***
* ***Cheers! Present a Toast***
  + To demonstrate variety of speeches, teach students how to develop a toast for a formal event
  + Brainstorm events where toasts are appropriate as well as model/read/show samples
  + I typically use this for the day of the final
  + Give students one notecard to write their speech on